

District Improvement Plan for the Subgroups



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Federal Requirements

All LEAs are required to complete a DIP on or before the submission date of the Consolidated Application. Consolidated Applications that are submitted without a DIP submitted will be returned and the obligation date changed to reflect the date that both the DIP is submitted and the Consolidated Application is resubmitted.

Section 9305 of ESEA



Title III: English Language Acquisition

Plan is Required:

Section 3114-State Plan

Section 3116(a-d) Each eligible entity desiring a subgrant from the State educational agency under section 3114 shall submit a plan to the State educational agency at such time, in such manner, and containing such information as the State educational agency may require



Title I, Part D: Neglected & Delinquent

Plan is required:

Section 1414; contain an assurance that the State educational agency will —

- (i) ensure that programs assisted under this subpart will be carried out in accordance with the State plan described in this subsection;

Section F, non-regulatory guidance



McKinney Vento Homeless Education

NCLB, Title X-C: McKinney-Vento Homeless Assistance Act – Section 722 (g) (1-7)

All public school districts (LEAs, PSAs, & ISDs) must recruit, identify and serve homeless students, providing “*the opportunity to meet the same challenging State academic achievement standards all students are expected to meet.*” [Section 722(g)(1)(A)]



Education of Migratory Children

Plan is Required:

SEC. 1304. STATE APPLICATIONS

A description of how, in planning, implementing, and evaluating programs and projects assisted under this part, the State and its local operating agencies will ensure that the special educational needs of migratory children, including preschool migratory children, are identified and addressed.

SEC. 1306 (CNA and a State Delivery Plan)



Components of the District Improvement Plan (DIP)

- The Goals/Objectives/Strategies/Activities included in the DIP must meet the MDE criteria detailed in the District Improvement Plan Review Protocol (website:
- All programs/services must be identified within the DIP that are intended to be funded in the Consolidated Application.



DIP Must Include

- All programs/services that the LEA anticipates adding to the application later in the academic year with carryover or unspent set-asides (e.g. summer school) have been identified within the DIP.



DIP Must Include

- The LEA must consider the funding sources that will be added to the Consolidated Application during the amendment process such as ***Title I, Part A – Neglected; Title I, Part D; Title III LEP and Immigrant; Title I, Part C and Title VI (REAP-Flex);***
- LEA must plan how those sources will be used and include those plans as objectives strategies and activities in the original DIP.



Process to Complete DIP

- Comprehensive Needs Assessment
- Gap statement and causes for the gap (all students/grades & subgroups)
- Report if no gap was ***not*** found
- Goal statement, objectives, strategies and activities
- Alignment of budget with plan



GAP Statement for Neglected & Delinquent

- The percent of Title I-D students who demonstrate proficiency on the MME reading test are considerably below state average scores and state ELA targets. In addition, item analyses show students generally earn less than 50 of total points possible in each reading domain area



Causes for the Gap: Neglected & Delinquent

Primary areas of weakness for reading are independent reading, meaning beyond literal levels, and strategy development.



Goal & Objective for Neglected & Delinquent

- *Student Goal Statement*: **All** students will increase their reading proficiency across the content areas.
- Objective 1.1: The district will significantly increase Title I-D students' reading proficiency proportionally to the time spent receiving the transitional services and measured by local assessments.



Strategies and Activities for Neglected & Delinquent

- Strategy: Tutors will provide additional instruction in the seven key comprehension strategies to Title I-D students.
- Activity: The district will acquire software for computer assisted instruction during the tutoring sessions



Strategies and Activities for Neglected & Delinquent

- Strategy: The district will engage the community in providing a mentor for the Title I-D students for assistance in developing social skills for functioning successfully as students transition to school, community and employment.
- Activity: The district will recruit community mentors from different professions and provide mentor training



Gap Statement for Migrant Students

Migrant students are performing below non-migrant students. While the district has less than 10 students per grade level at 3, 4, 5, as a 3-5th grade group, migrant students are performing 56% below their non-migrant peers.



Causes for the Gap of Migrant Students

Lack of adequate academic
language vocabulary



Goal and Objective for Migrant

Student Goal Statement: ***All*** students will increase their reading proficiency across the content areas.

Objective 1.2: The district will increase migrant students reading scores by 8% as measured local and/or state assessments



Strategies & Activities for Migrant

Strategy: Migrant teachers will use academic language vocabulary lists to build a common vocabulary base that increases comprehension in the four core subject areas..

Activity: Migrant teachers, with collaboration from the general education staff, will create subject specific, academic vocabulary lists that will be shared with all staff, parents and students



Gap Statement: McKinney-Vento Homeless Education

Homeless students are performing below housed students on statewide assessments across all grade levels and subjects, even though the percentage of Michigan homeless students achieving at levels proficient or above is higher than the national average.

Section 722 (g) (1-7)

All public school districts (LEAs, PSAs, & ISDs) must recruit, identify and serve homeless students, providing “*the opportunity to meet the same challenging State academic achievement standards all students are expected to meet.*” [Section 722(g)(1)(A)]



Cause for Gap: McKinney-Vento Homeless Education

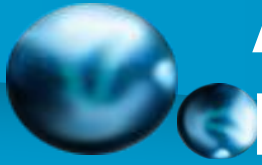
- Barriers that interfere with learning, performance and achievement in statewide assessments, as well as in class work and homework:
- High mobility resulting in lack of school stability and educational continuity
- Lack of access to school and community programs, school supplies and clothing
- Lack of and delays in school transportation
- Poor health, fatigue, hunger
- Lasting emotional impact of homelessness



Objective and Strategies: McKinney-Vento Homeless Education

Objective 1.3: The district will decrease the proficiency gap between homeless and housed K-12 students in all core subject areas by at least 5% as measured by state assessments at all grade levels.

- Strategy: Liaison will coordinate with the LEA Title I administrator to evaluate the academic support needs of homeless students and ensure their participation in tutoring or enrichment activities provided by the district.



Activities: McKinney-Vento Homeless Education

- Activity 1 – Liaison will participate in the district's Comprehensive Needs Assessment, identifying the needs of homeless students and suggesting strategies to support improved outcomes.
- Activity 2 – Liaison will inform the Title I staff of homeless students who enroll during the school year to expedite their participation in academic support activities.
- Activity 3 – Liaison will coordinate with Title I staff to ensure that eligible homeless students participate in tutoring, summer school, and credit recovery programs, as needed.



Gap Statement: ELs

English Learners (ELs) are performing below non-English Learners students in reading as follows: In 3rd grade, the achievement gap between English Learners and non-English Learners is 44%. In 4th grade, the achievement gap is 48%, and in 5th grade, it is 38%.



Causes for the Gap: ELs

ELs are lagging in reading fluency and in the use of reasoning/higher order thinking skills.



Goal, and objectives for English learners

Student Goal Statement: ***All*** students will increase their reading proficiency across the content areas.

Objective 1.4: The district will increase the number of ***English Learners*** scoring proficient in reading by **8%** as measured by the MEAP/MME/MI Access at each grade level.



Strategies & Activities: ELs

- Strategy: Teachers will use meta-cognitive strategies and graphic organizers across the curriculum to engage students in retelling and summarizing information as well as compare/contrast and cause /effect. Delivery will take place in small groups with certified Bilingual/ESL teachers.



Objectives, strategies, activities: English Learners

- Activity: All EL staff will use Thinking Maps - Pathway to Proficiency for English Learners and other scaffolding and organizational aides focusing on cause and effect, and compare and contrast in daily lessons, as appropriate.
- Activity: Purchase leveled informational and narrative books correlated to students' English language proficiency levels and are aligned to the common core and English Language Proficiency Standards (ELPS).



Questions??

